

Merrywood Elementary

329 Deadfall Road
Greenwood, South

Grades	PK-5 Elementary School	
Enrollment	527 Students	
Principal	Debra K. Green	864-941-5700
Superintendent	Dr. Darrell Johnson	864-941-5400
Board Chair	Debrah Miller	864-374-3513

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Good*
2007	Average	Good
2006	Average	At-Risk
2005	Good	At-Risk
2004	Good	At-Risk

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

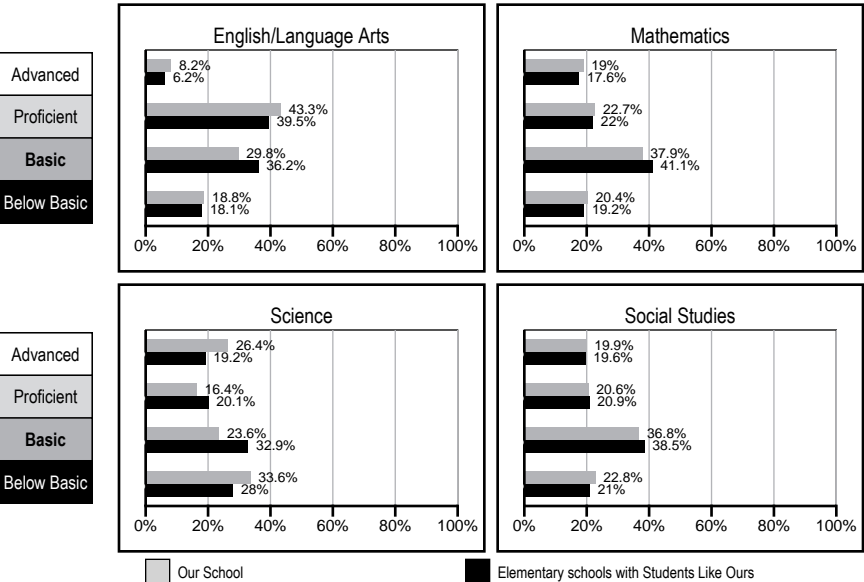
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	13	63	8	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=527)				
First graders who attended full-day kindergarten	79.1%	Down from 95.5%	100.0%	100.0%
Retention rate	2.4%	Up from 2.2%	2.2%	2.3%
Attendance rate	96.2%	Down from 96.3%	96.3%	96.3%
Eligible for gifted and talented	15.9%	Down from 18.5%	12.1%	10.4%
With disabilities other than speech	11.2%	Up from 8.8%	8.2%	7.5%
Older than usual for grade	0.2%	Down from 1.5%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	72.5%	Up from 62.5%	56.0%	56.7%
Continuing contract teachers	80.0%	Down from 85.0%	78.2%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.7%	Down from 89.1%	86.9%	86.4%
Teacher attendance rate	94.8%	Up from 93.3%	95.4%	94.9%
Average teacher salary	\$46,729	Up 5.8%	\$45,036	\$45,345
Professional development days/teacher	12.1 days	Down from 14.5 days	12.2 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 20.2 to 1	18.8 to 1	18.5 to 1
Prime instructional time	89.0%	Up from 87.4%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Below Average	Down from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,869	Up 1.3%	\$6,566	\$7,052
Percent of expenditures for instruction*	68.5%	Down from 69.4%	68.9%	69.1%
Percent of expenditures for teacher salaries*	65.6%	Up from 65.4%	65.1%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Merrywood Elementary has had an excellent 2007-2008 school year! Over this past year, Merrywood students have shown steady gains on MAP testing. Additionally, Merrywood received the Palmetto Silver Award for closing the achievement gap. The funds from this award will be used to implement Lifelong Guidelines and LIFESKILLS, a school-wide program aimed at building citizenship, responsibility, honesty, etc.

To further promote student success, our school's administrative staff and faculty met frequently to discuss MAP data and how it could best be used to meet the needs of our students. We discovered that several of our 3rd grade students did not have the basic mathematical concepts necessary for meeting the demands of the 3rd grade math standards. Therefore, we identified students having the most difficulty and provided them with additional math instruction using a hands-on approach. We found this instructional strategy to be very effective in improving MAP scores. Additionally, the implementation of the Leveled Literacy Intervention (LLI) program in kindergarten and second grade allowed a teacher to work with small groups of students developing reading strategies.

Merrywood Elementary is also proud of its increased interest in our school through the formation of partnerships with several Greenwood businesses. Through these partnerships our school has been provided with school supplies, club t-shirts, character education materials, discounts, and items used in various activities such as Field Day, Grandparents Day, Reading Celebration Day, and the like. Merrywood's PTO continues to be a vibrant force in making our school a better place to learn. From selecting and conducting appropriate fundraisers to funding student rewards and activities, the PTO is supportive of our students and faculty. Merrywood Elementary is a great place to work and learn. It is through the efforts of committed and involved parents, capable and eager students, an excellent faculty and staff, and the support of the community at large that makes Merrywood Elementary a success. Thank you to our parents, students and community members for your role in our continued success as we strive to be, "One for ALL and ALL for one."

David Buckshorn, School Improvement Council
Debra K. Green, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	65	56
Percent satisfied with learning environment	97.3%	84.6%	85.5%
Percent satisfied with social and physical environment	100.0%	84.4%	89.1%
Percent satisfied with school-home relations	92.1%	87.5%	87.3%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	240	100	18.1	29.6	44	8.3	63	45	48.2	Yes	Yes
Gender											
Male	111	100	19.2	25.3	47.5	8.1	62.6	40	41.7	N/A	N/A
Female	129	100	17.1	33.3	41	8.5	63.2	49.9	55	N/A	N/A
Racial/Ethnic Group											
White	135	100	7.7	28.5	52.3	11.5	77.7	62.2	60	Yes	Yes
African American	87	100	32.9	34.2	32.9	0	39.7	27.2	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	70.4	I/S	I/S
Hispanic	14	100	50	20	20	10	30	27.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	48	100	53.5	20.9	20.9	4.7	34.9	14.4	16	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	13	100	55.6	22.2	22.2	0	22.2	29.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	132	100	30	34.5	33.6	1.8	45.5	28.8	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	240	100	19.4	38.9	22.7	19	54.6	45.5	45.8	Yes	Yes
Gender											
Male	111	100	18.2	31.3	27.3	23.2	56.6	46.7	45.6	N/A	N/A
Female	129	100	20.5	45.3	18.8	15.4	53	44.3	45.9	N/A	N/A
Racial/Ethnic Group											
White	135	100	10.8	33.8	27.7	27.7	70	62.8	59	Yes	Yes
African American	87	100	32.9	49.3	13.7	4.1	30.1	27.1	26.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.1	71.3	I/S	I/S
Hispanic	14	100	40	30	20	10	30	30.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	48	100	51.2	34.9	9.3	4.7	25.6	17.1	17.1	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	13	100	44.4	33.3	22.2	0	22.2	34.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	132	100	28.2	50.9	13.6	7.3	37.3	29.3	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	160	100	32.6	22.2	18.1	27.1	45.1	35.7	35.7	96.2	96.3
Gender											
Male	75	100	27.9	22.1	17.6	32.4	50	39	37.4	96.1	96.2
Female	85	100	36.8	22.4	18.4	22.4	40.8	32.4	33.8	96.4	96.5
Racial/Ethnic Group											
White	86	100	13.1	27.4	20.2	39.3	59.5	53.7	49.2	96.2	96.3
African American	59	100	63.3	16.3	16.3	4.1	20.4	16.6	17	96	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	76.7	58	98.4	98
Hispanic	11	100	62.5	12.5	12.5	12.5	25	17.1	24.9	97.2	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	31	100	70.4	3.7	11.1	14.8	25.9	11.7	14	96	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.8
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	20.6	24.4	97.3	96.9
Socio-Economic Status											
Subsided meals	88	100	54.1	21.6	14.9	9.5	24.3	17	21.1	95.7	95.7

Social Studies

All Students	158	100	22	38.3	20.6	19.1	39.7	30.7	34	96.2	96.3
Gender											
Male	70	100	17.7	37.1	22.6	22.6	45.2	34.3	36.6	96.1	96.2
Female	88	100	25.3	39.2	19	16.5	35.4	27.1	31.3	96.4	96.5
Racial/Ethnic Group											
White	86	100	12.3	33.3	27.2	27.2	54.3	45.2	44.5	96.2	96.3
African American	63	100	34	45.3	13.2	7.5	20.8	15.2	19.1	96	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	78.6	58.9	98.4	98
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	16.9	27.5	97.2	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	34	100	46.7	36.7	6.7	10	16.7	13.6	14.4	96	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.8
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	19.2	27.3	97.3	96.9
Socio-Economic Status											
Subsided meals	92	100	34.2	40.8	14.5	10.5	25	15.3	21	95.7	95.7

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	81	98.8	28.6	30	34.3	7.1	41.4
	4	77	100	12.3	35.6	41.1	11	52.1
	5	93	100	20.5	31.3	44.6	3.6	48.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	95	100	19	26.2	41.7	13.1	54.8
	4	77	100	19.1	35.3	39.7	5.9	45.6
	5	68	100	15.6	28.1	51.6	4.7	56.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	81	100	36.6	40.8	16.9	5.6	22.5
	4	77	100	15.1	34.2	28.8	21.9	50.7
	5	93	100	19.3	51.8	12	16.9	28.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	95	100	25	42.9	14.3	17.9	32.1
	4	77	100	17.6	36.8	19.1	26.5	45.6
	5	68	100	14.1	35.9	37.5	12.5	50
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	41	97.6	47.1	35.3	17.6	0	17.6
	4	77	100	27.4	28.8	21.9	21.9	43.8
	5	43	100	32.5	30	20	17.5	37.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	49	100	34.9	18.6	25.6	20.9	46.5
	4	77	100	30.9	22.1	17.6	29.4	47.1
	5	34	100	33.3	27.3	9.1	30.3	39.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	40	100	22.2	47.2	27.8	2.8	30.6
	4	77	100	23.3	45.2	23.3	8.2	31.5
	5	50	100	33.3	42.9	9.5	14.3	23.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	47	100	23.8	33.3	16.7	26.2	42.9
	4	77	100	23.5	39.7	23.5	13.2	36.8
	5	34	100	16.1	41.9	19.4	22.6	41.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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